

Chart of the ESSA Consolidated Application Components

| Section 1 Consultation and Coordination | Section 2 Challenging State Academic Standards and Assessments | Section 3 Accountability, Support, and Improvement for Schools | Section 4 Supporting Excellent Educators | Section 5 Supporting All Students |
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| <p>Timely and Meaningful Consultation</p> <ul style="list-style-type: none"> Public Notice Outreach and Input | <p>Challenging State Academic Standards</p> <ul style="list-style-type: none"> Challenging Academic Standards and Aligned Academic Achievement Standards Alternate Academic Achievement Standards English Language Proficiency Standards | <p>Accountability System</p> <ul style="list-style-type: none"> <i>Long-term goals and measurements of interim progress;</i> <i>At a minimum, four distinct indicators of student performance, measured for all students and separately for each subgroup of students, for each school;</i> <i>Academic achievement (K-12)</i> <i>English language proficiency (K-12)</i> <i>Student growth or another valid and reliable statewide academic (K-8)</i> <i>Graduation rate (high school)</i> <i>At least one school quality or student success indicator</i> <i>Annual meaningful differentiation of all public schools (§1111(c)(4)(C)); and</i> <i>Identification of schools to implement comprehensive or targeted support and improvement plans.</i> | <p>Systems of Educator Development , Retention, and Advancement</p> <ul style="list-style-type: none"> Educator Development , Retention, and Advancement <p>i. <i>The state’s system of certification and licensing of teachers and principals or other school leaders;</i></p> <p>ii. <i>The state’s system to ensure adequate preparation of new educators, particularly for low-income and minority students; and</i></p> <p>iii. <i>The state’s system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the state has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth</i></p> | <p>Well Rounded and Supportive Education for All Students</p> <p>A. <i>The continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;</i></p> <p>B. <i>Equitable access to a well-rounded education, in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English Learners, children with disabilities, and low-income students are underrepresented;</i></p> |

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| | | | <p>and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.</p> | <p>C. School conditions for student learning, including activities to reduce</p> <ul style="list-style-type: none"> a. Incidents of bullying and harassment; b. The overuse of discipline practices that remove students from the classroom; and c. The use of aversive behavioral interventions that compromise student health and safety <p>D. The effective use of technology to improve the academic achievement and digital literacy of all students;</p> <p>E. Parent, family, and community engagement</p> <p>F. The accurate identification of English Learners and children with disabilities;</p> <p>G. Other state-identified strategies</p> |
| <p>Coordination with all programs in ESSA and other federal programs</p> <ul style="list-style-type: none"> • <i>the Individuals with Disabilities Education Act;</i> • <i>the Rehabilitation Act;</i> • <i>the Carl D. Perkins Career and Technical Education Act of 2006;</i> • <i>the Workforce Innovation and</i> | <p>Academic Assessments</p> <ul style="list-style-type: none"> • Student Academic Assessments • State Assessment Requirements • Advanced mathematical Coursework • Universal Design for Learning • Appropriate Accommodations • Languages Other Than | <p>Identification of Schools</p> <ul style="list-style-type: none"> • Comprehensive Support and Improvement • Targeted Support and Improvement | <p>Support for Educators</p> <ul style="list-style-type: none"> • Resources to Support State Level Strategies • Skills to Address Specific Learning Needs | <p>Program Specific Requirements</p> <ul style="list-style-type: none"> • Title I, Pat A • Title I, Part C Migrant • Title III, Part A EL • Title V, Part B Rural and Low Income School Program • McKinney Vento for Homeless Children and Youth |

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| <ul style="list-style-type: none">• <i>Opportunity Act;</i>• <i>the Head Start Act;</i>• <i>. the Child Care and Development Block Grant Act of 1990;</i>• <i>the Education Sciences Reform Act of 2002;</i>• <i>the Education Technical Assistance Act of 2002;</i>• <i>the National Assessment of Educational Progress Authorization Act; and</i>• <i>the Adult Education and Family Literacy Act.</i> | <p>English</p> <ul style="list-style-type: none">• Grants for State Assessments and Related Activities | | | |
| | | <p>State Support and Improvement for Low Performing Schools</p> <ul style="list-style-type: none">• Allocation of Resources• Evidence based Interventions• More Rigorous Interventions• Periodic Resource Allocation Review | <p>Educator Equity</p> <ul style="list-style-type: none">• Definitions• Root Cause Analysis | |